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AND  
ANNALS OF EDUCATION.

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GENTLENESS.

"Order is Heaven's first law," is a saying no less true than trite. And surely, obedience to this principle is nowhere more imperatively needed than in the school-room.

Yet even here, its presence may be purchased at too high a price. Have you never visited schools, where the fall of a pin, or the ticking of a clock might be heard distinctly in any part of the room, and where the stillness was so oppressive, that you rejoiced when the exercises were closed, that, emerging into the open air, you might venture to breathe freely?

With some teachers, this same unnatural quiet seems to be the first object aimed at. Still, it may be better to err in this extreme than the other; for in a school where whispering and disorder are allowed, there can be no real progress in study.

"How can I best secure good order and prompt obedience in my school?" is the earnest and anxious inquiry of many a teacher. "Corporal punishment does little good; indeed, I sometimes think the scholars are worse instead of better, after every whipping." Very likely they are. But fellow-teacher, do not despair. The result you desire can be attained, though stern words and a forbidding expression of countenance, with an occasional pinch of the ear or an application of your hand to the head of the refractory pupil, are not the best means by which to secure it. Children do not like to be ordered about like senseless animals; a kind word and pleasant smile will go farther, in

ordinary cases, toward subduing the most rebellious offender, than any amount of scolding.

Let us, in imagination, visit two schools governed by the two opposing principles, gentleness and sternness.

First, if you please, we will look at the dark side of the picture. As the village clock strikes nine, the teacher may be seen hurrying along toward the school-house, which he enters just five minutes after the appointed time. A furious knock on the window with the first book he can lay his hand on, be it a bible or a geography, reminds the pupils that it is best for them to leave their play at once; and, as they hurry in, you may hear one little urchin exclaim, "I guess somebody'll catch it to-day, for I know Smith's cross by the way he knocked." Full ten minutes are lost in the vain attempt to secure even such a degree of quiet as will permit the teacher's voice to be heard. Then a class in reading is called. A great deal of noise is made in opening and shutting desks, and in tumbling over books to find the right one; then there is much hurry and confusion in choosing seats, for Mary must sit next to Jane, they are such "dear friends," and David has lost his book and must look over with Henry. These important matters being finally arranged to the satisfaction of the class, the reading begins; but soon a whisper in the farther part of the room, a little louder than usual, attracts the teacher's attention, and he speaks in no very gentle manner to the offender. A second interruption of the reading calls forth a still sterner exclamation, but when a third time the exercise is necessarily suspended, the teacher screams out at the top of his voice, "Sam, do you be quiet there, or I'll whip you within an inch of your life." This threat, having been so often repeated, produces less effect than might have been supposed by one on whose ears it should fall for the first time. Still, the little urchins, grown wise by experience, know that in the teacher's present mood, some one is very likely to receive a whipping, (though sure that several inches of life will be left,) and, for the space of ten minutes, perhaps, they are more quiet. The calling of another class is a signal for a fresh outburst of disorder.

And thus the whole day is passed in wearisome, yet futile efforts on the part of the teacher and classes to be heard above the general din and confusion. Yet who will venture to say that this is an overdrawn picture of some schools? Fortunately, the number of such is small; else would our teachers have more reason than the dispirited, oversensitive wives of some of our pastors, to entitle their experience of life "Shady Side."

But we will hasten to view the sunnier, and, for the credit of our profession, let us hope the more truthful side of the picture.

The true teacher is ever prompt himself, that he may by example as well as by precept, impress on his scholars the great importance of punctuality. He is always in his place at an early hour, that he may attend to such little matters as come up daily in every school. Hence when the hour arrives for opening school, there will be no delay or interruption that yesterday's absentees may ask where are the lessons for to-day.

The clock strikes nine, the teacher gently touches the bell, and it seems to you but a moment before the laughing, joyous group in the play-ground are arranged in order on the seats before you, and not with their faces lengthened as if for a dreaded task, but evidently quite as happy, as when, a moment since, the air rang with their merry shouts.

The teacher opens the book whence he daily desires light to illumine his own path, and as he reads some select passage, and applies it simply and clearly, the bright eyes and listening faces of his auditors, tell you that devotions here are not a mere form. A hymn is read, and, as you hear the chorus of youthful voices, it seems to you that songs of praise from such lips must be peculiarly grateful to Him who has said that we must become as little children if we would enter His kingdom. Prayer follows, and every head is bowed, while the wants of teacher and scholar are humbly and fervently presented to the great hearer of prayer.

With such preparation for the duties of the day, is it strange that the teacher finds no occasion to scold, or the scholars to fret? Discipline will doubtless be needed, for children are not perfect; and even were angels their guides, their little feet would sometimes wander from the right path. But such occasions are comparatively rare. One class after another is called, the members passing to and from their seats in regular order, and moving with a quietness that seems easy because it seems natural. Study is a pleasure instead of a weariness; not because the teacher makes every thing so easy that the scholar has nothing to do but merely to receive the instruction which is, as it were, poured into his mind. On the contrary, the powers of his mind are so well developed, and his mental faculties are brought into such frequent exercise, that there is enjoyment even in the labor of working out a difficult mathematical problem; and then when the result is obtained, as it will surely be after earnest and diligent effort, there is the pleasant consciousness of having obtained a new victory, to swell the list of past achievements in the same line.

In such a school, there is order all through the day; but it is not the result of outward, physical force. There is indeed an influence, a mighty influence, acting on the mind of each scholar, but it is the power of love, and not of fear. The scholars love their teacher, and love their studies. The quiet that prevails, is the result of the earnest and diligent study with which each one fills up the hours of the school day. Interest on the part of the teacher will be reflected from his school; but if he goes through the experiences of the day as a dull routine, the scholars will feel that lessons are only a task, to be hurried through with and thrown aside as soon as possible.

It is very true that a teacher can make his school almost what he will. Who will deny this, that remembers his own school-days, and how deeply and lastingly he was affected by the influences then brought to bear on him.

Nothing operates more strongly to instill into the minds of children a dislike for books and study, which the subsequent efforts of a life-time will hardly eradicate, than unreasonable severity on the part of teachers. Decision is absolutely necessary to the success of a school; but it need not become sternness. For showing an interest in all that concerns his scholars, either in or out of the school-room, by joining in their amusements in the play-ground, and thus making happy their hours of recreation, a teacher need sacrifice none of his dignity; but he may instead, so blend with it a kind and courteous affability, and such a winning gentleness of manners, that, by securing the love of his pupils, he may leave a lasting impress for good on the minds of those entrusted to his care.

J. F. H.

Norwich, September 13, 1856.

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A GREAT MAN'S BOOKS.—A recent visitor to the library of Daniel Webster, which remains at his old home in Marshfield just as he left it, after giving a full description of it, says, "Not an infidel work could be found among all his books. He never read such books. To the very close of his life, he retained that reverence for the Bible and the religion it inculcates, which his excellent parents taught him in infancy. The mute counsellors with whom he communed in retirement, still show how he thought, how he studied, and what opinions he cherished. A better selection of books to make one wise and good could scarcely be made."

"THE EYES OF THE CHILDREN."

Pause one moment, brother, sister teachers, as your eye rests upon the heading of this article, and *think*. Yes, I repeat it, *THINK*; and what will be your thoughts? May be, you at first think, "the eyes of the children?" a strange caption for an article in any journal. If so, again I say, *THINK*; and I wish I could proclaim in thunder tones in the ear of every teacher in our land, *THINK*! Not that I consider all teachers thoughtless, by any means; far from that; but perhaps we do not think enough. Children are imitative beings, ever looking to older persons for examples to follow; and what class of persons beyond the home circle are looked upon by children for example, more than the teacher is. *He* is the one entrusted with the precious jewels of many a fond mother's casket, placed in his hands that he may help mould the mind and cultivate the heart. How important then that our deportment, our habits, our conversation, be such as they may with safety imitate. The eyes of children are ever wandering from one object to another; their minds too, are ever active.

Candid and curious, now they seek  
All truth to know and scan;  
And ere the budding mind can speak,  
Begin to study man!  
Confiding sweetness colors all they say,  
And angels listen when they try to pray.

Allow me to relate an anecdote, to illustrate more forcibly the influence of example. Simple and childlike it is, yet it made a lasting impression on my mind, and it is with the hope that it may leave impressions on other teachers' minds, that I beg leave to narrate it here. "I met," said a gentleman, "one of our scholars with a pipe in his mouth, smoking. I stopped, and began to talk with him about the filthy, foolish habit he was getting into. He quickly turned upon me and said, 'Why, some of the teachers smoke.' "I should think not," I answered, "what makes you think they do?" "Because I seed one on 'em (at the same time describing him,) one day go into a cigar shop an' buy a cigar." "But very likely you are mistaken," said I. "Oh, no, I wa'nt mistaken," said the boy with an arch and confident look, "for I stood and *watched* him, and seed him come out with it lighted in his mouth; an' I think he seed me too, for he turned his head another way and looked *shyish*."

Oh! the influence of example. We may talk to children day after day, of the importance of forming good habits, and it oftentimes seems like instruction written upon the sand, the tide flows over it and the record of it is gone; but *example* is graven on the rock, and the lesson whether good or evil is not soon lost. It is but a few months since I was told of a—shall I say, teacher? who would, during the study hours of school and in the presence of his scholars, smoke his cigar, and that too, repeatedly; and when enjoying an evening ride with his friends, thought it no harm to call at a public house and ask for liquor. Aye! thought I, when that was told me, young man, should you some day in the future, meet a person tottering along the streets, whose tattered garb, bloated face and sunken eye tell you of his fall from sobriety and virtue, were you to stop him and converse with him upon the evil course of his life, should he say to you—"when I was a school-boy my prospects for future happiness and usefulness were as bright as those of any of my school-mates; but in an evil hour, I fell. I saw my teacher indulge in the social glass; I saw *him* associate with those where the wine cup passed freely round, and I commenced by *following his example*. At first I was careful, but the habit grew stronger; and I am now bound as it were with fetters of iron. My prospects for the present are blighted, my hopes for the future are gone; and I am lost, lost, I fear *forever* lost." Were he to tell you, that *you* was that teacher, that *your* example brought him to the condition you now see him in, how would you feel? Would not conscience rise up in your heart to condemn you? Would you not say, "'twere better had I never taught, than by my example to blight the prospects of even one fair youth." Teachers! this is no fancy sketch, but facts from *real* life. I trust however, that such instances are very rare, and will soon be unknown. I hardly think that among all the readers of the Journal, even *one* can be found to whom the above *facts* are in the least degree applicable; but should the Journal, when sent on its mission of love to teachers in different parts of the State, chance to fall into the hands of such an one, I beg that he will stop and *think*; and should my feeble efforts at this time leave any impressions for good, upon the minds of my fellow-teachers, though I may never know it in this life, then my life will not have been spent entirely for naught. We must all one day stand before the bar of the Great Teacher; and then—not till then, will it be permitted us to see, to know, how much for good or ill each one of us has done. Let us go forth to our work, feeling in our hearts, that to watch for and train the budding thoughts of an artless child is one of the noblest offices a person can fill. E. L. J.

Newtown, Ct., September 5, 1856.



"HISTORY OF MIGHT."

I am not sure that I exactly understand the aim of A. B. C.'s article upon the "History of Might," but it seems to be directed against orthographical reformation in general, and phonography in particular. Now, while I am not prepared to urge either the policy or the possibility of substituting the phonographic for the present mode of spelling, I am prepared from my own experience of many years, to recommend the introduction of phonography as a regular branch of instruction into all our grammar schools, as incomparably the best mode of imparting a thorough, critical knowledge of the elementary sounds of the language, and at the same time making the pupils sufficiently acquainted with the phonographic alphabet to enable them to learn readily the art of short hand, if it should be desirable in after life.

The two principal objections urged against phonography by the writer, are—

The impossibility of tracing the derivation of words, and

The confusion arising from words similarly spelled.

In regard to the first objection, the impossibility of tracing the derivation of words, I do not see how such a difficulty can occur, unless we are to suppose that the whole of the literature existing in the present form of the language is to be obliterated, or rendered inaccessible to the philologist, which no one can believe for a moment. Every book, and mark, and character, that exists now, would exist then; and be as accessible to the philologist as they are now.

In regard to the second objection, the confusion arising from words similarly spelled, I should not think there would often be any difficulty in distinguishing between such words, as they ordinarily occur in written sentences. We have a large number of this class of words now in use in the language, probably several thousands, and who ever hears of any difficulty from that source? And why should there be any more difficulty in distinguishing between the written than the spoken language? Nobody ever misunderstands such words when properly connected in sentences, whether written or spoken. Take for instance:

A *box* on the ear—A *box* of raisins—A row of *box* in the garden.

To *cast* a stone—To *cast* a bell.

A bird's *bill*—A merchant's *bill*.

To *draw* a picture—To *draw* liquor—To *draw* a load—A *draw* in a bridge—A bureau *draw*.\*

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\* Our correspondent probably means *drawer*.—Ed.

How much does the "simple English scholar" lose by the confusion in these, and like sentences?

But I think there would be something gained by the change, even by the mere English scholar. In the first place, we should dispense with the present awkward, unnatural mode of spelling, which not one of a thousand of either English or classical scholars ever fully conquer, and whose very analogies oftener lead the learner wrong than right; and in its place should substitute a simple, natural mode of spelling, whose analogies would always be in the right direction, and would only need to be learned once, to be always understood.

And then, as all words would be written as pronounced, we should be relieved from all or nearly all our present difficulties in pronunciation, which are such a constant annoyance to ourselves and a much greater one to foreigners. The whole language would be easier to learn and easier to write.

I am no phonographer, having only a sufficient knowledge of it to teach its rudiments; but I believe it to possess merits not yet developed, and wish it to have a fair chance to speak for itself, by having the rising generation sufficiently acquainted with it, to be able to pass a candid judgment upon it in maturer years, which never can be done by those whose only training has been in opposition to it. Then if it cannot recommend itself, let it die.

But there is a class of philologists whose antiquarian propensities are largely developed, who have such a self-satisfied way of deciding the merits of this and other changes in the language, by showing their uselessness on the one hand, and the dangers of innovation on the other, that I have no doubt there are many who are deterred from giving them the attention they deserve. But this should not be. All who look to teaching as a profession, should know enough of phonography to judge for themselves of its merits, not only with reference to their pupils, but themselves; and if I may judge from my own experience, I think that most of those who give it a candid examination will give it a favorable opinion.

X. Y. Z.

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HABITS OF MILTON.—Milton rose at four in summer, and five in winter. He first read a chapter in the Hebrew Bible, then studied till twelve; when he took exercise for an hour; then dined; then played on the organ and sung, or heard another sing; then studied till six; then entertained his visitors till eight; then supped, and after a pipe of tobacco and a glass of water, went to bed.



### KEEP WATCH UPON THE TONGUE.

People are often subjected to extreme mortification by indulging in disparaging remarks of strangers, and learning subsequently that the persons themselves or some of their intimate friends were within hearing of the remarks. Such unpleasant occurrences rarely have so pleasant a termination as the following singular rencontre between Dr. Dwight and Mr. Dennie:

As Dr. Dwight was travelling through New Jersey, he chanced to stop at a stage hotel, in one of our populous towns, for the night. At a late hour of the same, arrived also at the inn, Mr. Dennie, who had the misfortune to learn from the landlord that his beds were all paired with lodgers except one, occupied by the celebrated Dr. Dwight. Show me to his apartment, exclaimed Dennie; although I am a stranger to the Rev. Doctor, perhaps I can bargain with him for my lodgings. The landlord accordingly waited on Dennie to the Dr.'s room, and there left him to introduce himself. The Doctor, although in his night-gown, cap and slippers, and just ready to resign himself to the refreshing arms of somnus, politely requested the strange intruder to be seated. The Doctor was struck with the literary physiognomy of his companion, unbent his austere brow, and commenced a literary conversation. The names of Washington, Franklin, Rittenhouse, and a host of literary and distinguished characters, for some time gave zest and interest to their conversation, until Dwight chanced to mention the name of Dennie.

"Dennie, the editor of the Portfolio, (says the doctor in a rhapsody) is the Addison of the United States—the father of American Belles Letters. But sir, (continued he,) it is astonishing, that a man of such a genius, fancy and feeling should abandon himself to the inebriating bowl, and to bacchanalian revels?"

"Sir," said Dennie, "you are mistaken; I have been intimately acquainted with Dennie for several years, and I never knew or saw him intoxicated."

"Sir," says the Doctor, "you err; I have my information from a particular friend; I am confident that I am right, and that you are wrong."

Dennie now ingeniously changed the conversation to the clergy, remarking that Drs. Abercrombie and Mason were amongst our most distinguished divines; nevertheless, he considered Dr. Dwight, Professor of Yale College, the most learned theologian—the first logician—and the greatest poet that America has ever produced. But sir, (continued

Dennie,) there are traits in his character undeserving so great and wise a man, of the most detestable description—he is the greatest *bigot* and *dogmatist* of the age!"

"Sir," said the Doctor, "you are grossly mistaken. I am intimately acquainted with Dr. Dwight, and I know to the contrary."

"Sir," says Dennie, "you are mistaken; I have it from an intimate acquaintance of his, whom I am confident would not tell me an untruth."

"No more slander," says the Doctor, "I am Dr. Dwight, of whom you speak!"

"And I too," exclaimed Dennie, "am Mr. Dennie, of whom you spoke!"

The astonishment of Dr. Dwight may be better conceived than told. Suffice it to say, they mutually shook hands, and were extremely happy in each other's acquaintance.

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### DEMANDS OF THE AGE.

[Graduating Exercises at the Normal School, October 8.]

From the creation of man until the present, there has been no time when the philosopher and the philanthropist have not existed. Although at one period, but a single righteous man could be found upon the face of the earth, yet the moral element has been kept alive; though the light of science has at times flickered, it has not been extinguished. As we review the history of science, and search for the sources of truth, we are not unfrequently led to wonder at the absurd theories, and seemingly foolish speculations of the early philosophers; yet in rendering to the worthy the justice due them, we should be influenced, not alone by the moral and intellectual eminence to which they have attained, but should also consider the age in which they lived. It could not be expected of those who were obliged to lay a foundation for themselves, and rear the superstructure from materials gathered from the field of nature, with no master hand to guide them, that a perfect edifice should be erected. We should not expect in such an age to find the thorough and accurate scholar. Though a Thales and an Aristotle shed much light upon science, yet in their speculations, they not unfrequently wandered from the path of truth. The strict laws of a Lycurgus, though they were eminently well fitted for the age in which they were made, would reflect no credit upon a lawgiver of

the nineteenth century. The bands of ignorance can only be broken, and moral darkness dissipated, by the clear light and strong force of truth. Man clings to the customs and partakes of the spirit of the age. The great reformer could not at once divest himself of all the errors of the priesthood; and it was only as his eyes were opened to behold the iniquities and horrors of Popery, that he threw off the yoke, and became roused up for action.

Napoleon, participating in the exciting scenes of revolution, realized not the horrors of war, and with all the impetuosity of an enthusiast, he would fain wade through seas of blood, that he might rule the world. His was but an excess of that spirit which predominated in his day.

But a new era has dawned upon the world. It is no longer necessary to grope in darkness or to wander in uncertainty. Truth has triumphed over error, and we may now walk forth as in the light of a midday sun. The genius of discovery has been abroad; it has explored the tropic regions, traversed the frozen zones, and has mapped out the world that it may be unrolled like a scroll. The historian has gone back in the traditions of men to the "Golden age of Saturn," that he might reveal to us the history of the *world*. The astronomer has directed his monster telescope toward the heavens, and peering into the immensity of space, he reveals to us the mysteries of the starry universe. The geologist has dugged down into the depths of the earth, and brought up beautiful gems and sparkling ores, confirming the teachings of revelation and unfolding to us the mysteries of creation. The man of science has triumphed over the elements, and they obey him. The lightning is tamed and made to do his bidding.

Almost innumerable are the sources from which the streams of knowledge are pouring in upon us. The advantages resulting from the researches of the past are ours. The press, as with a clarion voice, is proclaiming moral and scientific truths. For ignorance there is left no excuse. The present age demands that every individual shall be educated; the age demands it, and the age justifies it. The necessity and importance of a thorough knowledge of the sciences are shown in every department of life; and whoever neglects to improve the privileges enjoyed, wrongs himself, the age in which he lives, and denies himself the most precious boon conferred upon him by his maker.

Ignorance is the great cause of all the evils which curse our land and the world. We hear of the iniquities and abominations which abound in high places, and the cry is, "what shall be done to avert the threatening evils? We answer, let the seeds of knowledge be scattered

abroad. Let man be educated morally, intellectually and physically ; for as he is possessed of powers of body and mind, it is only as these are all harmoniously developed, that he is fitted to occupy the position designed for him by his Creator.

Being thus educated, he rises above the low and degraded, to the high and noble. He draws from the fountain of knowledge, and enjoys the pure and the holy. Such an education, such attainments, the present age demands. And is this all ? Are we to feast upon the gathered treasures of the past, and live in indolence ? There is no place for the *idler* in the universe of God. His name should not be enrolled upon the catalogue of living men, but rather among those that sleep. Never since the creation, were the youth of any age or nation, so imperiously called upon for active exertion, as *we*, the sons of America ! Never before were such important interests at stake ! Never before were such immense results depending upon any generation of men, as upon that which is now coming upon the stage of action ! These rising millions are destined in all human probability, to become the greatest nation upon the face of the earth ! Who can for one moment reflect, without becoming enraptured with the thought ; without having the whole man roused up to action, as he beholds this broad field opened before him ? And who are to be the sages, the philosophers, the philanthropists of the present age ? Who are to enter this great field of action and strive to make this glorious America, the home of wisdom, learning and truth ; the paradise of the world ? *Let the future tell.*

CHARLES H. WRIGHT.

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#### PERSEVERE.

It is a fine remark of Fenelon, "Bear with yourself in correcting faults, as you would with others." We cannot do all at once. But by constant pruning away of little faults, and cultivating humble virtues, we shall grow. This simple rule—not to be discouraged at slow progress, but to persevere, overcoming evil habits one by one, such as sloth, negligence, or bad temper ; and adding one excellence after another—to faith, virtue ; and to virtue, knowledge ; and to knowledge, temperance ; and to temperance, patience ; and to patience, godliness ; and to godliness, brotherly kindness ; and to brotherly kindness, charity—will conduct the slowest Christian at last to high religious attainments.

# ARITHMETIC.

## FRACTIONS. No. I.

Our last article, page 308, closed with the following simple rule for Addition or Subtraction of Fractions, consisting of four parts, viz :

1. *Make the denominators alike, i. e., reduce the fractions to a common denominator.*

2. Add (or subtract) the numerators.

3. Place the result over the common denominator.

4. Reduce the fraction to its simplest form.

In introducing Multiplication of Fractions, we will not forget our foundation principle, to treat the denominators as names, and use the numerators as whole numbers.

We begin by multiplying a fraction by a whole number e. g.  $\frac{2}{8}$  Apples.

and 3 = what?  $\frac{6}{8}$  Apples. Again  $\frac{2}{8}$  Twelfths. and 4 what?  $\frac{8}{8}$  Twelfths. Then

$\frac{1}{12}$  and 4 = what?  $\frac{4}{12}$  In each case the numerator only has been used. This Rule then suggests itself, viz :—To multiply a fraction by a whole number we

*Multiply the numerator by the whole number and place the product over the denominator.* It may be well to ask why we place it over the denominator? To give it its name, the pupils will say; which is precisely the reason. But in working with fractions, we must impress it on the pupil's mind, that the last step in every rule is to *Reduce the fraction to its simplest form.* Applying this last step, shows the  $\frac{4}{12}$  to be  $\frac{1}{3}$ .

We now ask "why does multiplying the numerator, multiply the fraction?" "Because it makes more of them." "More of what?" "More things, or parts of things; either apples or twelfths, or whatever the name is." "But when we have reduced it, there are no more things than when we begun—only two in each case. Is the fraction multiplied after it is reduced then?" "It is because  $\frac{1}{3}$  is equal to  $\frac{4}{12}$ ; and  $\frac{1}{3}$  is certainly four times  $\frac{1}{12}$ ." "Very well; but how does it happen that you can multiply and yet make *no more things* than you had at first?"

The effect of such questions is excellent. The pupils know their conclusions are right, but are unable to explain them. They are sure they know, and yet they don't know. Once more they are in just the mood to be taught. Perhaps some bright one will think, if not the teacher

asks "which is larger  $\frac{1}{2}$  or  $\frac{1}{3}$ ?"  $\frac{1}{2}$ . "Then if we make the parts or things *larger* do we not multiply just as much as if we make more parts or things; e. g. would not twice one half dollar be two half dollars, or *one whole* dollar?" The point is explained, and the teacher goes on. "Then there are two ways of multiplying, one way makes *more* things, and the other way makes the things *larger*. How do we multiply a fraction the first way?" "We multiply the numerator." "And how the second way." If the pupils do not at once tell, the teacher can, as the form of expression is all that is now unknown. "We *divide* the *denominator*." "Why does this *multiply* the fraction?" "Because it makes the parts *larger*." "Why does the first way multiply the fraction?" "Because it makes *more* parts." The class should be required to bring in given examples on their slates at the next recitation, performed in *both* ways; and no one should have a perfect mark unless he can perform them on the board by both methods and tell *why* either is right.

The two rules for multiplying a fraction should be made perfectly familiar, and the following form has proved valuable:

First Rule—*Multiply the numerator.*

Second Rule—*Divide the Denominator.*

In multiplying by a fraction, we have only to remember that it makes no difference which factor is used as a multiplier, and the operation will be as before; or we may do still better to go back to our *first principle* and use the numerator as a whole number, but keep the name with it; then to multiply a whole number by a fraction we have simply to 1. *Multiply by the numerator and place the product over the denominator.* 2. *Reduce the fraction to its simplest form.*

Another article may pursue this subject further.

F. C. B.

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WHERE THERE'S A WILL, THERE'S A WAY.—A glover's apprentice in Edinburgh resolved to qualify himself for a higher profession. The relation with whom he lived was very poor and could not afford a candle, and scarcely a fire at night, and as it was only after shop hours that this young man had leisure, he had no alternative but to go into the streets at night, and plant himself with his book near a shop-window, the lights of which enabled him to read it; and when they were put out, he used to climb a lamp-post and hold on with one hand while he read with the other. That person lived to be one of the greatest oriental scholars in the world, and the first book in Arabic printed in Scotland was his production.



## BARNARD AND GALLAUDET FESTIVAL.

NEW BRITAIN, October 10, 1856.

We are sure that all Connecticut *Normals* will be glad to hear from their "Alma Mater" in a kind of "letter from home" way, by which they shall be told of the prosperity and enjoyments of those who still gather in her familiar places; and there are two magical words, which will, we know, awaken some of the old enthusiasm; and will meet, if not with an audible, with a *heartly* response—Barnard and Gallaudet.

The members in attendance on the School the past summer, resolved to procure for the Normal Hall the portraits of the distinguished men whose names the literary societies bear; and after liberal contribution by themselves, they applied by circular to all former members for aid, as most of these are probably aware; and it will be unnecessary to record here any thing more than the *result*. This has been eminently successful; and too much credit cannot be given to the perseverance and energy, with which the plan has been carried out and *paid for*; though not without imposing a weighty burden on the generous authors of the enterprise. The portraits are painted by J. J. Sawyer, of New Britain. That of Mr. Gallaudet is a copy of an engraving, and an embodiment of the recollections of friends, for the artist had never seen the living man—a circumstance which renders his success the more remarkable. Dr. Barnard's is from the life; and it is fortunate that so admirable a likeness of this early and constant friend of the Normal School has been secured, while he is yet (as may he long be,) in his vigorous prime. The work was commenced early in the summer, but circumstances prevented its completion until very recently; and the installation of the pictures in their destined place occurred on Wednesday October 1st, 1856. It was one of the Normal gala-days; we only wish every contributor to the work and every *Normal* could have been present. They would have felt that the life had not yet all burned out at the old *heart*; and they would have thoroughly rejoiced with the rejoicers.

The portraits are hung at the eastern end of the Hall, over the folding doors; Dr. Barnard's on the right, Mr. Gallaudet's on the left, and between them that of Major Seth North, the largest New Britain contributor to the fund for establishing the school.

Zealous and skillful Normal fingers adorned the room with wreaths of evergreen and Autumn leaves, and festooned the wall above the pictures with the mottoes "*Virtus triumphat*," and "*Progredi in virtute*."

A pleasant day and a friendly interest brought together a numerous audience to listen to the exercises of the occasion.

After two selected declamations and music, Mr. George Fillow in behalf of the Barnard Society, spoke of the life and character of Dr. Barnard, expressing the gratification with which they welcomed the day so long looked forward to, on which his portrait might be really called their own.

The following original poem was then read by Miss Frances Chesboro :

BARNARD.

Thy honored name we love ;  
 How all the memories its mention stirs,  
 Upon our hearts flow back ; and their still depths  
 Tremble and waver, till they overflow  
 With grateful tears. In one deep thankfulness,  
 We bless the noble, self-denying love,  
 Which led thy earnest spirit to resign  
 The brilliant future that before it rose,  
 Turning from all ambition seeks to gain,  
 And single handed, mingling in the strife  
 Where ignorance in all her dark array,  
 Had well nigh triumphed. Nobly didst thou seek,  
 Back from the foe that glorious boon to win,  
 The heritage our Pilgrim Fathers gave.  
 And was thy toil in vain ? Ah ! who shall bound  
 The silent influence of mind on mind ?  
 That wave which circling ever, only breaks  
 In all its grandeur on the Eternal shore.  
 A lasting monument is theirs, who write  
 Upon a people's living, throbbing heart—  
 Such will be thine ; beside thy wreath of fame,  
 The laurels Cesar wore, all withered lie.  
 His iron sway aimed but to enslave the mind.  
 Thy genius taught its untried powers to rise  
 Where the deep harmonies of nature roll  
 A ceaseless hymn of mysteries sublime,  
 Whose cadence finds an echo in the soul,  
 Which speaks of immortality. The heart  
 That wakes not, thrills not, to thy lofty deeds  
 Is less than human ! Who with vacant eye  
 And listless thought shall on thy image look  
 Without rebuke ? When we are scattered wide  
 Our lofty mission striving to fulfil,  
 Upon that pictured face, will others gaze ;  
 The calm, deep, earnest eyes, the massive brow,

To them shall speak of duty nobly done  
As now they speak to us. Perchance some soul  
In weary struggle with an adverse fate,  
Gazing upon thy semblance, shall grow strong  
To break from its dark thralldom, and become  
All that its Maker purposed. We who throng  
These halls, as votaries at Wisdom's shrine,  
When comes, as comes of old, that mighty call  
Heard by the Apostle in his midnight dream,  
With hope and holy trust may we go forth  
As brothers, sisters, in a noble cause,  
The followers of the gifted; proud to bear  
• The name of BARNARD or of GALLAUDET.

This was succeeded by the, following "Tribute to Gallaudet, from  
Miss Elizabeth Goodwin of the Gallaudet Society:

Nor yet to those who *heard* his voice alone,  
But to those sufferers, denied  
The gift to speak the gentle, loving tone,  
Or listen to the true and tried,  
Did he the glorious Gospel truth proclaim,  
And preach salvation through a Savior's name.

And nobly was his mission high fulfilled,  
'Twas his to see with joy at last  
The plan accomplished which his spirit willed,  
Their darkness and their ignorance past.  
And while such souls expand 'neath wisdom's ray,  
The fame of Gallaudet can ne'er decay.

Our noble Gallaudet, thou art not dead,  
Thou livest yet in all thy deeds of worth;  
Though from thine eye the beaming light hath fled,  
Thy spirit passed away from earth,  
And thou art dwelling in another sphere,  
Still do we feel thy sacred presence here.

And with a low, a reverential voice,  
We breathe the name we love so well;  
And though we mourn, yet still would we rejoice,  
That ere thou in Life's battle fell,  
Thou sawest fulfilled thy hopes of many a year—  
A band of teachers met for learning here.

Our sainted Gallaudet! we would like thee  
Be faithful to our holy trust,  
And clothed at last in immortality,  
With ransomed spirits of the just,  
May we a worthy record leave behind,  
Of earnest efforts to reclaim mankind.

Mr. Mortimer A. Warren, in behalf of the same society next spoke of Rev. T. H. Gallaudet, his life and his labors for the establishment of the Normal School; and bore grateful testimony to the worth and nobility of the man.

A song from the School Glee Class, the words of which were arranged for the occasion, concluded the exercises of the pupils; after which, Hon. Mr. Philbrick, then just returned in improved health from his regretted summer's exile, addressed the audience; followed, in appropriate remarks, by Rev. S. P. Rockwell of New Britain, and by Prof. Camp.

This acquisition to the treasures of the Institution, rich as it is in the eyes of those immediately interested, will not be without value to all who have ever known and honored Dr. Barnard and Rev. Mr. Gallaudet.

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#### PLEASURE FOR A CHILD.

Blessed be the hand that prepares a pleasure for a child, for there is no saying when and where it may again bloom forth. Does not almost everybody remember some kind-hearted man who showed him a kindness in the quiet days of his childhood? The writer of this recollects himself at this moment as a barefooted lad, standing at the wooden fence of a poor little garden in his native village; with longing eyes he gazed on the flowers which were blooming there quietly in the brightness of a Sunday morning. The possessor came forth from his little cottage; he was a woodcutter by trade, and spent the whole week at work in the woods. He was come into the garden to gather flowers to stick in his coat when he went to church. He saw the boy, and breaking off the most beautiful of his carnations, which was streaked with red and white, he gave it to him. Neither the giver nor the receiver spoke a word, and with bounding steps the boy ran home; and now, here at a distance from that home, after so many events of so many years, the feeling of gratitude which agitated the breast of that boy expresses itself on paper. The carnation has long since withered, but it now blooms afresh.—*Douglas Jerrold.*

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PROVERB.—A proverb has been admirably defined to be, "*the wisdom of many, expressed by the wit of one.*"

AN ACROSTIC.

MR. EDITOR :—I send you an Acrostic for the Journal ; and if you consider it worthy of a place in its pages, I shall be glad to contribute my *mite* from time to time.

A TEACHER.

A THOUGHT FOR TEACHER AND PUPIL.

Enshrined in each casket which Heaven has made,  
Dim and unpolished a *jewel* is laid ;  
Under its roughness is beauty divine ;  
Can you not guess it ? An immortal mind !  
Ask the refiner to try with his brush  
To take from its surface the layer of dust.  
In vain is his labor ! the duty is *thine* ;  
Only to *guide* thee, at present is mine ;  
*Never give up* till the gem is refined !

JENNIE.

BRANFORD, October 20, 1856.

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ANECDOTE OF LAYARD THE TRAVELER.

From the reminiscences of Eastern Travel, in an English Magazine, we obtain the following anecdote of Mr. Layard, whose explorations among the ruins of Nineveh have gained him a world wide reputation.

Austin Henry Layard, now member of Parliament for Aylesbury, found himself wandering about, on one occasion, somewhere near Bokhara, in the Upper Provinces of India, and here his funds ran short. He called on a merchant, and requested him to advance him some money.

"Can't do it," was the reply, "as many fellows have imposed on me with fictitious drafts; I've been too often taken in and done for."

"Oh, well," said Mr. Layard, "as you please; I have money at my banker's in London; and will come and breakfast with you to-morrow."

"Do so; I shall be happy to see you at breakfast."

Next morning who should walk into this merchant's room but a Persian gentleman in full Oriental costume, who said, "I have come to breakfast with you, as I promised."

"What?" said the merchant, "I don't recollect having seen you before."

"Oh, yes you have; you saw me yesterday, and I said I should return this morning."

"You're Mr. Layard, are you?" he inquired, considerably astonished.

"Yes."

After breakfast, and when the traveler had told him his plans, and aroused the interest of the host in the discoveries he expected to make among the mounds around Mosul, in the plain of Shinar, where the ruins of ancient Nineveh are supposed to be, the merchant said, "I'll advance your money—five hundred pounds if you like; how much do you want?"

"Oh, I don't want so much as that; give me five pounds."

"Five pounds?"

"Yes."

So he got the five sovereigns, put them in the sole of his shoe as the safest place while traveling, and having mounted his horse, he rode away.

On his journey down to Assyria, he had to pass through the territories of the hostile Khan, who had already taken the lives of several Englishmen, and was now trying to get hold of our traveler, whom he knew to be roaming through his dominions. Mr. Layard knew this, and one day when drawing near his enemies, he waited till the hour of tiffin, when they were all in their tents at the forenoon meal, when, putting spurs to his horse, he dashed into the midst of the hostile encampment, rushed into the chief's tent, and plunged his hand into a bowl of salt, which he immediately put to his mouth, exclaiming, "Now I am safe."

"Well," said the chief, you *are* safe." He admired the boldness and dexterity of the Englishman, but, above all, the faith thus reposed in "the covenant by salt." Having tasted the chief's salt, he had now a claim, not only on his hospitality but on his protection, and he was safely escorted on his way to the scene of his future discoveries.—*Student and Schoolmate.*

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THE RULING PASSION.—We do not remember having heard of a more touching instance of "the ruling passion strong in death," than the last words of a school-master, who had gone in and out before successive little flocks, in the same place, for more than thirty years. When the film of death was gathering over his eyes, which were soon to open in the presence of Him who took little children in his arms and blessed them, he said; "It is getting dark—the boys may go out—school's dismissed."



**BE PATIENT WITH THE LITTLE ONES.**

[From the Michigan Journal of Education.]

Be patient with the little ones. Let neither their slow understanding nor their occasional pertness offend you, or provoke the sharp reproof. Remember the world is new to them, and they have no slight task to grasp with their unripened intellects the mass of facts and truths that crowd upon their attention. You are grown to maturity and strength through years of experience, and it ill becomes you to fret at the little child that fails to keep pace with your thought. Teach him patiently, as God teaches you, "line upon line, precept upon precept; here a little, and there a little." Cheer him on in this conflict of mind; in after years his ripe, rich thought shall rise up and call you blessed.

Bide patiently the endless questionings of your children. Do not roughly crush the springing spirit of free inquiry, with an impatient word or frown, nor attempt, on the contrary, a long and instructive reply to every slight and casual question. Seek rather to deepen their curiosity. Convert, if possible, the careless question into a profound and earnest inquiry; and aim rather to direct and aid, than to answer this inquiry. Let your reply send the little questioner forth, not so much proud of what he has learned, as anxious to know more. Happy you, if in giving your child the molecule of truth he asks for, you can whet his curiosity with a glimpse of the mountain of truth lying beyond; so wilt thou send forth a philosopher, and not a silly pedant into the world.

Bear patiently the childish humors of those little ones. They are but the untutored pleadings of the young spirit for care and cultivation. Irritated into strength, and hardened into habits, they will haunt the whole of life like fiends of despair, and make thy little ones curse the day they were born; but, corrected kindly and patiently, they become the elements of happiness and usefulness. Passions are but fires that may either sear us with their uncontrolled fury, or may yield us a genial and needful warmth.

Bless your little ones with a patient care of their childhood, and they will certainly consecrate the glory and grace of their manhood to your service. Sow in their hearts the seeds of a perennial blessedness; its ripened fruit will afford you a perpetual joy.

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☞ Honest worth usually wears the garb of true modesty.

SEMI-ANNUAL MEETING OF THE CONNECTICUT STATE  
TEACHERS' ASSOCIATION.

*Held at New London, October 13 and 14, 1856.*

The Association met at 3 o'clock, P. M., in the lecture room of the 1st Baptist Church, and was called to order by the President, Prof. J. D. Philbrick. In the absence of the Secretary, Mr. J. S. Lathrop was appointed Secretary *pro-tem*. The Association was then welcomed to New London by Hon. H. P. Haven, in a neat and appropriate address; to which Prof. Philbrick replied in behalf of the Association. An exercise in vocal music by the members of the Young Ladies High School of New London, conducted by Mr. Charles Huntington, followed. Mr. Perry urged the necessity of establishing high schools in all the larger towns.

Mr. Jennings continued the discussion, showing the superiority of PUBLIC High Schools, to private schools and academies. Messrs. A. Perry, E. B. Jennings and Asa Perkins were appointed a committee to prepare business.

Mr. Jennings was appointed to report the doings of the Association for publication in the papers of the city. Messrs. Perry and Jennings were appointed to report resolutions on High Schools. Voted, that when we adjourn, that we adjourn to meet in this place to-morrow morning, at 9 o'clock.

The Association took recess till 7 o'clock in the evening, at which time they assembled in the 2d Baptist Church, to listen to a lecture from Prof. A. Jackson of Trinity College, on the English language.

After the lecture, remarks were made by Messrs. Philbrick, Jennings and Perry, endorsing, in the main, the sentiments of the lecturer. Adjourned.

## TUESDAY, A. M.

The Association met according to adjournment, the President in the chair. After the usual opening exercises, the business meeting reported for discussion, the subject of the last evening's lecture.

Remarks were made by Messrs. J. R. Merriam, J. D. Philbrick and D. N. Camp. Mr. M. T. Brown of New Haven was called to the chair, who introduced Prof. Bailey of Yale College, who spoke on the subject of teaching reading. Nearly two hours were occupied by the gentlemen, during which the attention of the audience was fastened upon the subject under consideration. A vote of thanks was passed to the lecturer for his able and interesting address.

Remarks were made by Prof. Philbrick on the subject of the lecture, and by Rev. William Ried on the Anglo Saxon language. Adjourned.

TUESDAY, P. M.

The Association met; M. T. Brown, Vice President, in the chair.

The following resolutions were then called up for discussion:

*Resolved*—That in our system of free graded schools, it is desirable that there should be in every town in the State, one school or one department in a school, whose special object shall be to impart instruction in the higher branches of education.

*Resolved*—That this Association recommend such legislative action as will require each town in the State of ten thousand inhabitants and upwards, to maintain our first class High Schools; and each town of less than ten thousand or more than five thousand inhabitants, to maintain a second class High School, whose privileges may be enjoyed by all the children of said town who have completed the course of study in the next lower grade of schools.

Remarks were made by Mr. Perry and Prof. Camp, on the resolutions and graded schools. The Rev. Mr. Willard of Willimantic was introduced and delivered a lecture on the subject of self education. A vote of thanks to the lecturer was then passed. Recess till 7 o'clock, P. M.

Association assembled in the 2d Congregational Church at 7 o'clock in the evening, and were addressed by Mr. Charles Northend, on the Teacher and his work.

Remarks on the subject of the lecture were made by M. T. Brown, Esq., Gen. Williams, Mr. Philbrick and others.

The following resolutions were presented by Mr. Phelps:

*Resolved*—That we tender our *renewed* thanks to the professional gentlemen, who have favored us with their highly interesting and instructive addresses.

*Resolved*—That the thanks of the Association are due to the several religious societies, who have kindly opened their houses of worship for our use; and also to the committee of arrangements who have labored so indefatigably to provide for our comfort.

*Resolved*—That this Association tender most hearty thanks to the citizens of New London for their generous and abundant hospitality, and their ready sympathy with us in the great subject of Education.

While pending, remarks were made by several gentlemen on a variety of subjects, after which they were passed.

The following resolution was introduced for consideration at the next annual meeting:

*Resolved*—That the article of the Constitution relating to the number of stated meetings this Association should hold during the year, be so amended as to limit the number of meetings to one annual meeting.

Adjourned.

J. S. LATHROP,

Secretary, *pro tem.*

## Resident Editor's Department.

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### WHAT IS DOING FOR THE IMPROVEMENT OF SCHOOLS IN CONNECTICUT.

#### NEW LONDON COUNTY.

The friends of Education have much to cheer them in the present aspect of affairs in Connecticut. The improvements in school houses, the interest in Educational meetings and in Teachers' Institutes, the increasing liberality of the people for school purposes, give gratifying and decisive evidence that the people are beginning to feel and act in the right manner.

A recent visit to several schools in New London County has given us pleasing evidence of a good spirit and of progress in relation to common school interests. Hoping that the example afforded by the places we visited may have a favorable influence upon others, we will speak of some of the things which we have witnessed, and others of which we had testimony, indicating advancement in educational matters. We were accompanied, in our visits, by one who has long manifested a deep and judicious interest in the schools of New London County, and who devotes much of his time to visiting the different schools, and in speaking words of encouragement to teachers and pupils. He is a most welcome visitor; and his kind, considerate and heartfelt remarks and advice, cannot fail of exerting a good influence. Having no children of his own, and blessed with an abundance of this world's goods, he sets an example which is well worthy of imitation. He, most emphatically, goes about seeking to do good; and his influence is most salutary. Are there not others in different parts of the State who are willing to follow the example of this excellent man? If so, they will do a good work, and in the end reap the glorious reward of "well doing." Is not the right training of the young, worthy of the best efforts of noble hearts? To what better cause can time, talents, or property be devoted.

*Mystic.*—This is one of the most pleasant and enterprising villages in the State. The whole appearance of the place gives evidence o

thrift, good taste, and business enterprise. Liberal expenditures have been made for school purposes, but there is one important step, yet untaken, to which the attention of the people is now turned. This is the organization of the schools on the graded system. There are but few villages in the State which afford better facilities for establishing such a system. We presume that the good sense of the citizens, seconded by the efforts of their experienced teacher, Mr. Potter, will result in right action. A well organized and well managed graded school, would be of great benefit to the village.

*Groton.*—Our visits were confined to a few schools on the banks of the Thames. In these, the teachers appeared to be competent and faithful, and the pupils orderly; but the school-houses,—though far better than some we have seen,—were far from being what they should be.

*New London.*—We spent nearly a day in calling upon the schools of this pleasant city which we visited for the first time. From an acquaintance with many of the teachers, and from our knowledge of the educational spirit and zeal of the Hon. Mr. Haven, late mayor of the city, we had formed a somewhat exalted opinion of the New London schools; and we are happy to say that the much that we saw and the little that we heard in our visit to the several schools, more than confirmed our good impressions. Our calls were, necessarily, quite brief; but quite long enough to afford us a clear idea of the general appearance and spirit of pupils and teachers. The young ladies' High School, under the charge of Amos Perry, Esq., seemed to be in an excellent condition; and the lady-like and happy appearance of the pupils, afforded proof of right discipline and good spirit. We saw much to commend, nothing to censure. Mr. Perry manifests that spirit of enthusiasm, in a pleasant manner, which is so essential to the true success of a teacher.

The boys' High School, known as the Bartlett School, has a good reputation, and is deservedly popular under the charge of its efficient principal, E. B. Jennings, Esq. It is high commendation for this school to say, that six of its late pupils gained admission to some of our colleges within a few weeks.

Our next call was at the Grammar School, under the charge of Mr. Lathrop. The neat and pleasant room, the orderly and tidy appearance of the pupils, their manifest interest and attention, together with the excellent and kindly spirit prevailing on the part of teacher and taught, made us feel that those parents who had children in the school, had much reason to congratulate themselves for the high privileges within their reach.

The excellent school under the charge of Mr. L. L. Camp and assistants, presented a very interesting and attractive sight. Nearly 800 pupils were brought together in one room, and yet all was pleasant and orderly. These youth are also under good discipline, and evidently improving the advantages afforded them.

We were also highly pleased with our visit to the school under the charge of Miss Peck, who appeared to be admirably fitted to discipline and instruct the little ones entrusted to her care.

A brief call at the schools in another district, under the care of a teacher whose name we cannot recall at this moment, was of a pleasant nature. The school houses in New London will not compare very favorably with those in most cities, but we are confident that the intelligence which has secured schools of so high a rank will, ere long, secure buildings better adapted to the spirit of the age.

*Norwich.*—The excellent graded school in the central district, under the supervision of Mr. Allen, is accomplishing an excellent work; and has a firm hold of the hearts of the people. It is truly a first class school. The teachers, some fifteen in number, seem alive to the importance of their work. It was our pleasure to be present at one of their semi-monthly meetings in one of the school-rooms; a meeting held in the evening for the purpose of considering subjects of a professional interest. This is the true spirit.

*Norwich—west district.*—Here we found quite a pleasant and well-disciplined school, under the general direction of Mr. Rathbun, aided by several female assistants. This large and interesting school should have more ample and pleasant accommodations. It was painful to see so many little ones crowded into some one of the basement rooms. But, we doubt not, the intelligence and enterprise of the people will soon have all things right.

*Greenville.*—The spirit of improvement has a strong hold in this pleasant village. We had not time to call at the school, but were happy to learn from Mr. Dean, the acting school visitor, that the schools were doing well, and that the sum of \$2,000 had recently been appropriated for the enlargement and improvement of one of the school-houses. The teachers, Messrs. Kimball of the High School, and Lyon of the Grammar School, are accomplished and successful workmen.

*Norwich Falls.*—A large and commodious building is in process of erection in this village, and will soon be ready for use. The cost of this house will be about \$12,000.

In New London County there are unmistakeable signs of encouragement and progress. With many excellent and devoted teachers and



many friends of popular education, some of whom "go about doing good" in the great cause, New London County can hardly fail to assume a high rank.

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## NORMAL SCHOOL.

### ANNIVERSARY EXERCISES.

MR. EDITOR :—The exercises of the Seventh Anniversary of the State Normal School, were of a very interesting character ; and afforded a high degree of satisfaction to large and attentive audiences.

On Sunday evening, October 5th, the Rev. Mr. Bond, of New Britain, preached a sermon to the graduating class. His text was, "Do good as you have opportunity." It was a well written, clear, forcible, and earnest performance ; and was listened to with marked attention. It was highly appropriate in subject and matter.

On Monday and Tuesday the examination of the several classes took place, and the result was highly creditable to the pupils and teachers, and very satisfactory to the Trustees and strangers present.

On Tuesday evening an oration and poem were given before the Barnard and Gallaudet Societies, in the center church, which was well filled. The orator was CHARLES DAVIES, LL. D. of Albany. His subject was appropriate and his remarks were eminently sensible and practical ; well calculated to impress upon the minds of the graduates and others the importance of their work, and at the same time to suggest some of the essentials for successful effort.

The Poet was Dr. J. G. HOLLAND, of Springfield, and his subject, "The bright Side of Life." It was of a high order and given with fine effect. Dr. Holland was a substitute for Mr. Saxe, who was prevented by illness, from being present. All the exercises of the evening afforded very general satisfaction.

On Monday morning there was a very interesting meeting of the Alumni and their friends in Normal Hall, L. L. Camp, Esq., of New London, presiding. Brief and pertinent speeches were made by Dr. Beckwith, of Litchfield ; Profs. Philbrick and Camp. of New Britain ; Clark of New Haven, and others ; after which Mr. George Sherwood of New Britain, a graduate of the Normal School, gave an address in the South Church. His subject was "The object of Life." It was well adapted to the occasion, and was well received by those who heard it. Owing to the unfavorable hour, the audience was smaller than it should

have been,—but still a very good number were present. This address will very soon speak for itself in the columns of the Journal, and we bespeak for it an attentive perusal.

In the afternoon of Wednesday the Center Church was crowded with people, who came together to listen to the exercises of the graduating class. The order in the Church was as follows:

#### INTRODUCTORY PRAYER.

ANTHEM—"It is a good thing to give thanks unto the Lord."

America.—John G. Lewis, Hampton.

Self Renunciation.—Betsey C. Blakeman, Stratford.

Decision of Character.—Edwin R. Keyes, Ashford.

#### GLEE—SONG OF THE NEW YEAR.

"Rome was not built in a day."—Esther Henry, New Britain.

The Study of Geology.—John H. Peck, Jr., Yantic.

Shrines.—Marietta W. Hull, Clinton.

Elements of Success.—Henry Harger, Oxford.

#### QUARTETTE—MUSIC IN THE WATERS.

Light.—Elizabeth Dunham, Southington.

Popular Elections.—Edwin Whitney, New Britain.

Earnestness.—Elizabeth J. Goodwin, Collinsville.

#### SONG—WASHINGTON'S BIRTHDAY.

Demands of the Age.—Charles H. Wright, Columbia.

Sympathy, a Poem.—Eliza P. Norwood, Meriden.

The Dignity of Teaching, with the Valedictory Address.—George Fil-  
low, Wilton.

#### SONG—ACTION FOR THE FUTURE.

#### DISTRIBUTION OF SEYMOUR PRIZES.

#### PRESENTATION OF DIPLOMAS.

#### PARTING HYMN,

*Written by Mrs. Sigourney for the Graduating Class of 1856.*

##### THE CHOIR.

Why stand ye thus apart, sweet friends?

A serious, thoughtful throng,

Who here, in every studious joy,

Have joined with us, so long.

##### THE CLASSES.

We spread, like birds, the parting wing,

When Autumn strips the plain,

Who to the forest, or the nest,

May ne'er return again.

##### THE CHOIR.

Was it not pleasant here, sweet friends,

The social hour to share?

And did not hearts of kindness make

The paths of knowledge fair?

##### THE CLASS.

Yes,—but the field of duty calls,

And we must hence away,

And faithful sow our Master's seed,

For the Great Harvest Day.

##### ALL.

Farewell! true lab'ers are we all,

God gird us from his throne,

And give us grace to meet at last,

Where partings are unknown.

# SPEECHES. FAREWELL PLEDGE.

*Sung by the Graduating Class.*

"Manu et corde!"\* this our motto,  
Through long days of studious thought,  
Whether darkness fell, or sunshine,  
Still together have we wrought.  
Treasures rare, a scholar band,  
Seeking ever, heart and hand.

"Manu et corde!" oh, the memories  
Crowding on our full hearts fast,  
Of uncounted joys and sorrows,  
Shared together in the past.  
Tears from quivering eyelids start,  
Faithful be we—hand and heart.

"Manu et corde!" go we henceforth,  
Lab'ring on a boundless field,  
Whose fair plains and sunny uplands,  
Promise harvests rich to yield;

Heeding God's supreme command,  
We will work, with heart and hand.

"Manu et corde!" on His altar,  
Talents, powers, we humbly lay,  
Trusting His right hand to guide us,  
Guard us, keep us, on our way.  
Strong in Him, a teacher band,  
Go we henceforth—heart and hand.

"Manu et corde!" let us linger,  
As we speak th' accustomed word,  
Fain to catch its latest echoes,  
Lest they never more be heard:  
Gather closer, ere we part,  
"Manu, corde!"—hand and heart.

## BENEDICTION.

The several parts of the members of the graduating class were well written and well spoken; affording clear evidence of talent and mental discipline of a high order. There were 24 members of the graduating class—12 of each sex; and those competent to decide, assert that it would not suffer in appearance, when compared with any previous class. The self-possession and distinctness with which all performed their parts, commanded universal commendation.

The diplomas were presented to the following persons, members of the graduating class by the Hon. F. GILLETTE, President of the Board of Trustees:

LADIES.—Betsey C. Blakeman, Stratford; Elizabeth Dunham, Southington; Elizabeth J. Goodwin, Collinsville; Mary Hall, Wallingford; Sarah E. Hanford, South Norwalk; Esther Henry, New Britain; S. Josephine Higgins, Clinton; Marietta W. Hull, Clinton; Almira Lovell, Amenia Union, N. Y.; Eliza P. Norwood, Meriden; Frances W. Wakelee, Birmingham; N. Louise Wakelee, Birmingham.

GENTLEMEN.—George Fillow, Wilton; Henry Harger, Oxford; Edwin R. Keyes, Ashford; John G. Lewis, Hampton; E. Lewis Moore, East Lyme; John H. Peck, Jr., Yantic; Asa Perkins, Groton; Marcus L. Tryon, Tolland; Mortimer A. Warren, New Britain; Amos A. White, Fair Haven; Edwin Whitney, New Britain; Charles H. Wright, Columbia.

\* Motto of Class '66.

Mr. Gillette preceded the presentation of the diplomas by a few very pleasant and fitting remarks.

Addresses were also made by Dr. BECKWITH, Messrs. Yeomans, Hall and Ramedell of the Trustees, and by Prof. CAMP.

It was extremely gratifying to the numerous friends of education to see once more the pleasant countenance of Mr. PHILBRICK, who was able to be present, after a protracted illness. He presided on this occasion, as he does on all others, in a most happy manner; his very countenance infusing a spirit of enthusiasm into the hearts of the Normal pupils. The remarks of Professor Camp were brief, but exceedingly appropriate,—a sort of “multum in parvo” speech, which is sure “to tell,” because the ideas are not buried in a heap of useless words. He was earnest and spoke with deep feeling from a full heart. All the exercises of the afternoon were listened to with deep interest by a highly attentive audience.

In the evening, Mrs. Philbrick had a social gathering at the Normal Hall, which was attended by nearly 500 persons, who appeared to enjoy themselves exceedingly. The day was exceedingly pleasant, and all the plans and operations of the occasion were such as to be very gratifying to the friends of the school, and to give indubitable evidence that its course was decidedly onward and upward.

The pleasant and familiar countenance of Mrs. Sigourney tended to add to the interest of the day and evening. We doubt not that the several members of the excellent graduating class will do much to elevate the character of their Alma Mater. S.

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#### TEACHERS' INSTITUTES.

Four of our County Institutes have already been held, and the results in each County have been highly gratifying, as affording clear and unquestionable proof of increasing interest in the general subject of education. In each County the weather has been quite unpleasant at the opening of the Institute, and yet in each the number in attendance has been greater than last year; and the aggregate attendance in the four Counties has been nearly 60 per cent. larger than last year. The interest manifested by the people in the several places of meeting has been much greater than ever before; and the largest churches have been well filled during the evening sessions. The earnest attention manifested during the long hours of each evening, has been highly cheering to the friends of education. In New London, the largest churches were filled to their utmost capacity. As a clear proof of increased interest

on the part of the people, it is only necessary to state the fact, that an attempt to get up an educational meeting in the same city twenty years ago, proved an utter failure; only three persons assembling. "They who sow, will, in due time, reap if they faint not."

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#### INSTITUTES FOR NOVEMBER.

Two Institutes will be held during the present month. That for Windham County will be at Brooklyn, and that for Hartford County at West Hartford,—both to commence at 7 o'clock, Monday evening, Nov. 10.

The Institutes in Fairfield and Tolland Counties are in session, as we go to press.

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#### COMMON SCHOOL APPARATUS.

By act of the last General Assembly, any district may obtain a complete set of Holbrook's School Apparatus, for the trifling sum of *three dollars*. In order to obtain the apparatus, it will be necessary for the clerk or committee of any district to certify that the apparatus is wanted for the use of the district. This certificate and an order for the apparatus, accompanied by three dollars, addressed to W. Willard, Esq., warden of state prison, Wethersfield; or the same order and \$3.12½ forwarded to F. C. Brownwell, 29 Asylum street, Hartford, will obtain the apparatus. The additional 12½ cents is to pay for transportation from Wethersfield.

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#### WESTFIELD NORMAL SCHOOL.

Mr. Dickinson, for many years a teacher in this school, has been appointed Mr. Wells' successor. Though not personally acquainted with Mr. D. we have received very favorable impressions of him, as a teacher of much ability.

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#### CORRECTION.

In our last, we stated that Mr. Seavey, recently appointed to the mastership of the Boston Normal School, was a graduate of Waterville College. We should have said, Bowdoin College.

## NOTICES OF BOOKS.

**LIPPINCOTT'S PRONOUNCING GAZETTEER** : Being a complete Gazetteer or Geographical Dictionary of the World ; containing a notice and the pronunciation of the names of nearly one hundred thousand places, with the most recent and authentic information respecting the countries, islands, rivers, mountains, cities, towns, &c., in every portion of the globe. Including the latest and most reliable statistics of population, commerce, etc. Also, a complete etymological vocabulary of geographical names, and many other valuable features to be found in no other Gazetteer in the English language. 2181 pp., Philadelphia ; J. B. Lippincott & Co.

This volume is all that it purports, and a truly invaluable work it is. For the teacher, the scholar, the merchant, the mechanic or the farmer, it contains stores of information which will prove of daily value and use. No public or private library ; no reading room or public office ; no hotel, bank or insurance office should be without this admirable work. We earnestly hope that the publishers may reap the reward they so richly deserve for producing a volume so complete and reliable. It is truly a Gazetteer that is a Gazetteer. Reader, buy Lippincott's pronouncing Gazetteer and you will feel that you get your money's worth.

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**A NEW MAP OF THE UNITED STATES** : Morse & Gaston, New York.

This is a new map of our country, compiled from Government surveys and other reliable sources.

It gives the counties of the different States, and the divisions of the territories neatly colored. It also includes a map of the British provinces on the north east, and of Mexico and the West Indies on the South. The mechanical execution is fine, and it must prove a valuable map for reference for schools, officer and private families.

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**NEW UNIVERSITY ARITHMETIC**, embracing the science of numbers and their applications, according to the most improved methods of analysis and cancellation, by *Charles Davies*, LL. D., 437 pp. A. S. Barnes & Co., New York.

No man has done more than Prof. Davies towards the improvement of mathematical text books ; and no man is more competent to make a good school arithmetic. In the book before us, we find ample evidence of peculiar practical ability in the author. The University Arithmetic seems to be admirably adapted to the grade of schools for which it is designed ; and we most cordially commend it to the attention of teachers and committees. It is a good work and may be safely adopted as a text book. It is well printed and presents an attractive appearance.

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**PRINCIPLES OF CHEMISTRY** : embracing the most recent discoveries in the science, and the outlines of its application to agriculture and the arts. Illustrated by numerous experiments, newly adapted to the simplest apparatus. By *John A. Porter*, M. A., M. D., Professor of Agricultural and Organic Chemistry in Yale College. 477 pp. A. S. Barnes & Co., New York.

We have examined this work with a high degree of satisfaction, and have no hesitation in pronouncing it one of the very best and most practical treatises on the subject of chemistry, ever issued from the press. In its style it is clear and simple ; and in its mechanical execution, it is a model worthy of imitation.



